

University of Cumbria: Towards 2030

Vice Chancellor's Introduction

We are the University of Cumbria, for and from Cumbria and our localities, rooted in and serving our communities, with people, place and partnership at our heart.

Our Vision: transforming lives and livelihoods through learning, applied research and practice – for now and for our future generations.

Our Mission: inspiring and equipping our graduates, communities, economy and environment to thrive.

Head-quartered in and from the incredible landscape and natural environment of Cumbria, with campuses in Carlisle, Lancaster, Ambleside, and our capital city London (and Barrow from 2025), our academic, practice-based and applied research focus, and our approach to student and staff wellbeing, work environments and practices, draws on and respects this privileged position.

- We raise education aspirations, attainment and participation from the young through to our working population.
- We open-up life as well as career opportunities for our students.
- We care for our students, each other, ourselves, our communities, environment, region and world.
- We value and recognise our student and staff expertise, contributions, views and achievements.
- We contribute to our local economies providing jobs, community resource and benefit.
- We bring new talent, expertise and perspectives into our county and region.
- We support our businesses, sectors and economies to thrive.
- We value and undertake applied research that reinforces our place, people and practice roles.
- We contribute to progressive health and wellbeing, inclusivity and sustainable practices and outcomes.

We were established in Cumbria for a reason, and this drives us: to positively impact on our students, to increase higher education participation in our county, to address higher-level skills, sector and place needs, to co-create and apply new knowledge and to positively embrace our civic responsibilities. This role spans our geography, our public services, industry and regional sectors through to the arts and culture.

We are ambitious, progressive and keen to continually improve, whilst respecting our raison d'être and deep roots in the arts, education and the church.

Our county's low population size; dispersed and poly-centric employment, skills and sectors' landscape; declining working age population; and cold spots of higher-level skills and labour supply, provides us with continued demands and challenges. Thus, reinforcing the need for us to continue to address high-level skills demands across our public services and region's businesses and sectors, from new skills, up-skilling, re-skilling to attracting new talent into Cumbria. We will continue to fulfil this role, growing our student numbers on and off our campuses and in the workplace, through outstanding apprenticeship provision. We will do this whilst maturing further as a research-active university, with research-informed curricula.

Our county's employers and sectors will provide further local and demand-led opportunities. These include areas such as: digital transformation, advanced manufacturing, supply chain & logistics, the low carbon economy and health & wellbeing, requiring new skills, knowledge exchange and applied research. We will take a long-term view to developing the capability to realise these opportunities, investing in the short to medium term and for longer term benefits. This includes the establishment of the Centre for Digital Transformation and Institute of Engineering, Computing & Advanced Manufacturing.

We are engaged, adaptable and agile in fulfilling our role and *we do not, and we should not work alone.*

Why would we even try? We have a rich and world-class asset base of people, place, and practice to draw on.

We work in and through student, educational, employer, sector and place-based partnerships and collaborations, co-creating approaches, content and solutions which meet our student and stakeholder needs.

As we look Towards 2030, our role in Cumbria will intensify and impact further. Cumbria needs us and with £63 million from the Borderlands Growth Deal Initiative, Carlisle Town Deal and Barrow Town Deal to address skills and productivity needs across Cumbria and the Borderlands region, this is visibly recognised and reinforced. Our new Citadels campus, The Carlisle Business Exchange Centre, Joint Medical School with Imperial College and Learning Quarter presence in Barrow demonstrate the confidence and expectations regional stakeholders and government are placing on us. We will measure our success, in part, on how well we deliver against this, for our county and region. However, this is only part of our role and ambition. With campuses in Lancaster and London we extend beyond our county's boundaries, providing routes into higher education, graduate employment and career advancement across public and professional services.

We have global reach and impact, supporting our university, graduates and region to thrive.

Together with our applied research foci, our graduates contribute to communities and practice in over 100 countries across the world. We will further this reach by:

- Exporting our expertise, growing our income streams and enhancing our national and international reputation.
- Importing innovative ideas, perspectives, skills and talent into our university and into our region's workforce and communities.
- Establishing our Ambleside location as an internationally-relevant and recognised place of scholarly excellence for sustainable practices and the natural environment, working collaboratively with world-class partners on both a regional and global scale.

We recognise the current and emerging landscape we operate in and its influence on our focus, priorities and outcomes, including:

- Shifting education and skills priorities and policy areas, which may bring both risks and opportunities, with new models, providers and types of delivery required or desired.
- Our responsibility to proactively address carbon-reduction and sustainability practices.
- Supporting proactively the positive mental health & wellbeing of our students and staff.
- Addressing inequalities between individuals and within communities.
- Embracing the transformational reality and potential of digital applications and technologies, and inequalities that can result, as the fourth industrial revolution accelerates further and the fifth begins.
- The establishment of Cumberland and Westmorland & Furness as local government and economic areas and possible changes to bodies focused on our economy and region.
- The poly-centric nature of Cumbria's economy and the challenges this and our working-population size, profile and distribution presents.
- Considering how the classes of the 2020s, from early years to graduates, have been affected by the pandemic, and the many implications for them in the short term and as they progress through their education.

We understand and embrace the responsibilities we have to our future generations and these responsibilities drive our operations, interactions, practice, curriculum, research and role-modelling.

Our Towards 2030 strategy sets out this intent and our priorities and ambition with emphasis on:

- ***our students and graduates*** - to equip them with the skills, confidence and attributes to realise their potential, to succeed in their workplace and careers, and to be active global citizens.
- ***our academic and applied research focus*** - to address region and demand-led opportunities, to accelerate and increase the expertise we export nationally and internationally and to co-create and apply new knowledge and practice.
- ***people, practice & place*** - the why, how, where and for whom, driving our thinking, culture and operations.

These are informed by cross-cutting themes covering ***digital, sustainability & carbon reduction, health & wellbeing and partnerships.***

Towards 2030 Strategy Success

We have purpose, we have ambition, for our university and for our students and graduates, staff, region, communities and localities, environment and economy.

Strategy success and measures will come in many forms, both in the journey to 2030 and reaching 2030.

By 2030 - quantifiable indicators of success include:

1. We will have gained national standing and reputation for the relevance and quality of our student experience, student outcomes and applied research and knowledge exchange.
2. We will have raised higher education participation in our region from the young through to our working age population and increased the numbers of new entrants into Cumbria.
3. We will have increased national and international market share in areas of strength.
4. We will be making a strategic and demonstrable societal and economic impact to Cumbria and our wider region, increasing the high-level skills capability and productivity of our key sectors.
5. We will be financially prosperous.
6. We will have reduced our carbon emissions and delivered against targets which challenge us.
7. We will have established, with growing reputation and impact:
 - The Carlisle Business Exchange Centre.
 - The Citadels Campus in Carlisle.
 - A Joint Medical School with Imperial College.
 - Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use.
 - The Barrow Learning Quarter.
 - Institute of Engineering, Computing and Advanced Manufacturing.
8. A diverse student base of c. 20 000 students – spanning students who are young, mature, on campus, off campus, living at home, studying away, learning through working, learning whilst working, full or part-time, online or flexible, from our county or the other side of the world.

Above all, we will have national standing and reputation as a progressive and leading regionally-engaged university, with national and international reach well-known and/or sought out for:

- our outstanding and sector-leading apprenticeship provision and models of working.
- our ability and agility to create access points and pathways into and through higher education, to meet a diversity of student, employer, place and societal needs.
- equipping our graduates for life and careers and as digitally-enabled and global citizens.
- our applied research focus and its impact on practice, people and place.
- delivering significant and quantifiable impact to our regional economy, sectors and workforce.
- our strengths and contributions to public services' workforce and practice and the rural, visitor, professional services, advanced manufacturing, supply chain & logistics and creative sectors.
- our transformation collaborations with world-class industry and university partners.
- our positive and progressive work environment and culture.
- our transformational place-based presence and impact.
- our commitment to improving the lives and livelihoods of future generations.

Whatever your role, involvement or connection to us, we hope you feel part of the University of Cumbria and our role and ambition – **with people, place and partnerships at our heart**.

University of Cumbria: Towards 2030 Strategy

Our Vision

Transforming lives and livelihoods through learning, applied research and practice – for now and for our future generations

Our Mission

Inspiring and equipping our graduates, communities, economy and environment to thrive.

Our mission in action:

- We open-up life as well as career opportunities for our students.
- We draw on our practice and applied research base, people, distinctive locations, environment, landscapes and partners.
- We build capability for the county and localities we serve.
- We export our expertise beyond our geographical boundaries.
- We are digitally enabled and driven.
- We care. For our students, each other, ourselves, our communities, environment, region and world.

Our Values

shape the way we work, our culture and environment

We are personal.

Individuals are at the heart of what we do. Our culture of belonging recognises and supports every person.

Personal in action:

We have mutual respect for those we work with and for.

We care about understanding each other's challenges and helping one another to thrive.

We have trust-based and honest conversations that take our performance and practices to the next level.

We are progressive.

A determination to deliver our mission keeps us open to opportunities in front of us.

Progressive in action:

We focus on the solution not the problem.

We work with and through others, not on our own.

We encourage thoughtful and inspirational ideas, from everywhere and everyone.

We tackle problems proactively, with optimism, creativity and courage.

We find ways to overcome challenges.

We are engaged.

As stewards of knowledge and place, it is our privilege to champion the region and advocate for the value of education.

Engaged in action:

We are welcoming and open to different perspectives, expertise and experiences.

We value the critical thinking and debate that stretches us beyond ourselves.

We build and nurture strong links with our communities.

Our Strategic Focus Towards 2030

We fulfil our local and global roles and ambition, to positively impact on our students, to increase higher education participation in our county, to address higher-level skills and sector needs, to co-create and apply new knowledge and to positively embrace our civic responsibilities through *our students and graduates; our academic and applied research focus; people, practice & place*. Informed by our cross-cutting themes covering *digital; sustainability & carbon reduction; health & wellbeing; and partnerships*.

Our Students and Graduates

The University of Cumbria's student and graduate focus towards 2030 recognises a complex and transforming landscape and changing needs and expectations. Our student body and make-up will continue to grow and diversify, reflecting our role, locations and the needs of learners, employers and the economy. Students will study on our campuses, in their workplace, flexibly, remotely, online and through our educational partnerships.

Hence, our students will be young, mature, on campus, off campus, living at home, studying away, learning through working, learning whilst working, full or part-time, online or flexible, from our county or the other side of the world. Our approach to their varied needs and expectations will reflect this, as will the way we measure their satisfaction and outcomes.

Supported by strong partnership-working with our students and Students' Union, we will equip our graduates with the skills, confidence and attributes to realise their potential, to succeed in their workplace and careers and to be active global citizens.

Our taught programmes, learning and teaching approach, curricula, research and practice focus, student support and wider student value proposition will support us to do this.

Specifically, we will ensure:

- our curricula, in addition to key subject based knowledge, includes an emphasis and focus on inclusivity, equality and diversity, climate change, internationalisation, health & wellbeing, coaching & leadership, digital applications and skills. This will be informed and enriched by our research, locations, employer links and partnerships, and with practice and community-based inputs.
- all students, irrespective of their programme of study, have access and the opportunity to benefit from work, volunteer and practice placements, personal, professional or practice mentorship masterclasses, providing off and on campus social experiences and networks access for all. In addition, students are encouraged to engage with their local and global communities through volunteering and outreach activity and through membership of external groups and networks.
- our Teaching, Learning and Assessment approach facilitates students to develop the required graduate knowledge, abilities and skills through:
 - co-creation of curricula and assessment practices, involving learners and employers.
 - designing engagement to allow students to become independent learners.
 - utilising further new digital and technology-based methods.
 - designing effective assessment practices which allow students to continually improve their understanding.
- our students are provided with opportunities and resource to develop their ability to utilise learning technologies, virtual-learning resources, and contemporary and relevant pedagogies.
- our students have access to academics, each other, knowledge, perspectives and practice wherever they are studying.
- our research students are supported to provide new knowledge, which is informative, relevant and can influence practices.
- we proactively support our learners throughout their educational and personal journey with us, with an emphasis on positive mental health, wellbeing and key transition and interaction points, to meet their generic and bespoke needs through a combination of face to face, online and digital-enabled resource.

- we promote an environment in which student voices and opinions are proactively sought, encouraged and valued, through opportunities for students to engage informally and formally.
- we recognise the diversity of our student body, their personal circumstances, locations and environments.
- we offer appropriate and flexible modes of study and locations and align our accommodation arrangements accordingly.
- our Student Value Proposition clearly reflects our statement of intent with regards to students and graduates and is visible to both students and staff - capitalising on our locations and partnerships, recognising the changing needs and expectations of our students and preparing them for their future careers and to succeed.

Our Academic and Applied Research Focus

We were established to play a significant role in increasing higher education participation and addressing the higher-level education and skills needs of Cumbria and in co-creating and applying new knowledge. This continues to drive us, and with a goal to be recognised as sector leading for our apprenticeships.

As we look to the future, our county's employers and sectors will provide even more local, and demand-led opportunities for us to pursue and in doing so enable us to accelerate the development of expertise we can export nationally and internationally. These include areas such as: digital transformation, advanced manufacturing, supply chain & logistics, the low carbon economy and health & wellbeing, requiring new skills, knowledge exchange and applied research. We will take a long-term view to developing the academic capability to realise these opportunities, investing in the short to medium term for longer term benefits.

Our five Academic Institutes provide the core elements of our academic focus and strengths, drawing on applied research, practice, place, and partnerships to equip our students and to support our region and beyond.

Our Academic Institutes are, the:

- Institute of Arts & Creativity.
- Institute of Business, Industry & Leadership.
- Institute of Education.
- Institute of Health.
- Institute of Science and Environment.

Over the short to medium term, we will add a sixth academic institute for advanced manufacturing and engineering building on our strategic partnership with BAE, the supply chain and the sectors these represent.

Towards 2030, we will place a strong emphasis on:

- enhancing our academic capability and growing as a research active university, with research-active staff, applying new knowledge and approaches into practice and curricula.
- addressing workforce needs of Cumbria's economy: across digital transformation, advanced manufacturing, supply chain & logistics, low carbon, rural, visitor and professional services' sectors and pursuing national and international markets for export.
- building sector-leading reputation and standing for apprenticeships.
- establishing a Centre for Digital Transformation, to work with and across academic institutes and services, to:
 - facilitate new programme development,
 - support digital transformation in business and provide education and upskilling opportunities for employees,
 - increase community engagement and digital literacy,
 - deliver a digital-driven and informed portfolio and the application of digital technologies, applications, and approaches embedded throughout.
- maintaining and growing our public services' portfolio, contributing to practice, strategy, and policy, and providing education for nurses, paramedics, medics, allied health & social care practitioners, teachers, and police officers. From our Carlisle, Lancaster, London, and Barrow campuses and through our off-campus apprenticeship and

Continuing Professional Development (CPD) provision.

- academic areas of study across the arts and creative sectors, drawing from our unique locations, heritage, Cumbria's 'natural creativity' and digital capability, with distinctive programmes of study to equip our graduates to thrive in their chosen field of practice and/or careers.
- establishing Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use.
- establishing a University of Cumbria, Centre for Arts and Participation to work in and with our communities.
- recognising the challenges of an ageing population and the immediate and increasing skills' gap in Cumbria and the wider region.
- our focus in supporting new entrants to Higher Education and into Cumbria.
- traditional on-campus UG and PG programmes, flexible and online learning programmes, degree apprenticeships and CPD provision and the optimisation of the associated delivery frameworks.
- supporting business innovation, workforce development and expansion and economic growth, to include:
 - the Carlisle Business Exchange Centre, in collaboration with Lancaster University Management School, to provide business development and incubation opportunities in and from Carlisle,
 - a campus-locations and partnership focus on workforce transformation in the public services, to identify skills and development needs and provide upskilling/reskilling solutions,
 - Joint Medical School with Imperial College to attract and retain Cumbria-based medical staff and to develop areas of applied research in areas such as health and social inequalities,
 - BAE Systems collaboration and the establishment of the Barrow Learning Quarter and Institute of Advanced Manufacturing and Engineering.
- applied research and knowledge exchange, to improve outcomes and solve problems with success measured by impact and contribution first. Relevant to our students' learning and their future employers, informed by our mission and cross-cutting themes and informing our taught portfolio. With a resulting emphasis on our practice and regional sectors, health and wellbeing, environment, and sustainability.
- working with regional bodies, employers, other universities, FE colleges and partners to shape and support the delivery of Cumbria's economic as well as skills strategies.
- developing our academic portfolio, and the access and engagement opportunities we provide, to ensure it is relevant, contemporary, and recognised as such by our students and employers.
- increasing our national and international activities through scaling up our existing expertise, operations and offer and responding to new development opportunities across sectors to grow our income and reputation with particular emphasis on public services, advanced manufacturing, supply chain & logistics, digital transformation, up-skilling, and reskilling opportunities and through international student recruitment and partnerships.

These actions and approaches will ensure we are able to:

- increase participation rates in higher education provision across Cumbria and beyond.
- facilitate physical and virtual access into and through higher education and graduate employment.
- attract more learners from outside Cumbria and our region.
- grow our student numbers.
- complement our areas of strength and expertise, and to support capacity, capability, and reputation building.
- facilitate collaborative research and technology transfer.
- strengthen and improve our research capacity, capability, and reputation.

People, Practices & Places

The why, for whom, how and where we do things is as important to us as the 'what.' **Simply, we care.**

We care about our students, graduates, staff, university, communities, region, environment, and world – in the here and now and in relation to future generations. Our approach to our staff and our physical and digital resources and operations exemplifies this, coupled with the need to increase agility, adaptability and productivity and to generate headroom for continued investment.

Our People

With an emphasis on health & wellbeing, and work-life balance, we will continue to, and enhance how we:

- value, respect and equip our staff and students to succeed in their role and career development.
- create the environment for staff and students to innovate, seek new ideas, and perform to their absolute best.
- recognise that our differences are our strength, and we foster and nurture a culture of inclusivity, seeking and valuing different perspectives and ideas.
- promote a culture where people understand and can clearly articulate how they contribute to our objectives and ambition, and we can collectively celebrate our successes.

Our intent is to:

- build leadership capacity, capability, and autonomy at all levels of our operations, being clear about what a leader at the University of Cumbria is and what we expect from them.
- establish a university culture and environment that places wellbeing and mental health at its heart, implementing the University wide Health and Wellbeing strategy, that sets the context and importance of health and wellbeing, equipping students and staff with the insight to support their own wellbeing and that of their peers and colleagues.
- create an inclusive environment, where staff, students and visitors are encouraged to be their true self to enhance the individual and collective experience. In doing so, sharing the social responsibility of enabling this, valuing, respecting, and celebrating difference, to ensure that we generate a sense of understanding and belonging.
- provide an environment in which staff voices and opinions are heard, through opportunities for staff to engage informally and formally with the Vice Chancellor's Executive team, senior colleagues and across teams, as well as using surveys and focus groups.
- develop the pedagogical, research and partnership engagement skills of our staff to further enhance our university reach.
- organise and equip our staff base to be agile, to anticipate and to respond to changing demand levels and type.
- implement a behavioural and value-based competency framework and performance management process that sets clear individual expectations and objectives and agrees support needed, to develop our staff to reach their full potential, encouraging innovation and enabling career progression.
- encourage and enable our staff to engage with local community-based initiatives and projects, promoting staff-volunteering days.
- facilitate the digital skills and capabilities needed by staff to deliver our digital goals, including the expertise to design and deliver digital education and learning, and to support digital leadership.

Our Practices

Our future organisation will recognise the challenges that the world faces, and the practices needed to innovate, and adapt to support our operational delivery and enable us to achieve our goals; how we seek to innovate and adapt will enable us to actively contribute to solving those challenges.

We will focus on:

- building on recent learning which has led to changes in our thinking as to how we can work more efficiently and with better student, staff, and university outcomes.
- realising the benefits to be gained from working with agility, and continuing with practices to encourage and enable staff, as well as students, to work-flexibly, on and off campuses.
- designing and adapting our resources, systems, and processes to meet new and changing requirements with improved efficacy.
- creating financial capacity for continued and planned long-term investment, enabling us to grow, improve, innovate and adapt.
- developing a Digital Strategy that looks to bring together our thinking around our portfolio, our systems, the digital skills, knowledge, and attributes that both our staff and students need for the future, and our role as a university, in digital leadership, for our students, for businesses and region. As part of this development, we will incorporate design that enables remote and digital delivery into places, systems, processes, and programmes.
- carbon reduction and sustainability, the primary challenges of our age. We understand and embrace our local and global responsibilities both to our environment and our future generations. These responsibilities will drive our

operations, interactions, practices, curriculum, research, and role-modelling. In doing so, recognising:

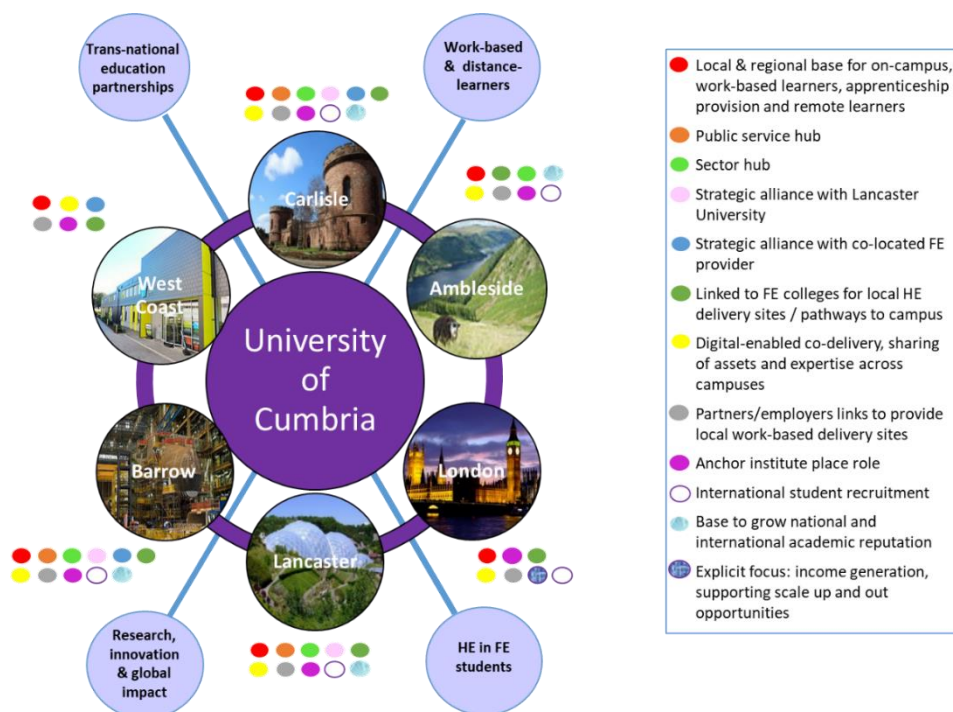
- the importance of carbon literacy and individual accountability throughout our staff and student base,
- Cumbria’s goal and demand for net Carbon zero in 2037 and our role in this,
- sustainability as a global challenge, and the need to look to achieve a better and more sustainable future for all, aligning our practices and goals to the United Nation’s sustainable development goals.

Our Places

We are a university for our region. Our campuses in Carlisle, Ambleside, Barrow (from 2025), Lancaster and London, and our presence on the West Coast of Cumbria, provide us with the physical environment, digital infrastructure, and geographical reach to deliver our strategic aims.

We are investing and are being invested in. With £63 million capital funding from the Borderlands Growth Deal Initiative, Carlisle Town Deal and Barrow Town Deal we will transform our university presence, visibility and impact in Carlisle and Barrow. Increasing participation, access, and routes into higher education, addressing skills and productivity needs across Cumbria and the Borderlands region and making a demonstrable impact to place vibrancy and to local economies, communities and culture.

Inspiring and equipping our graduates, communities, economy, and environment to thrive.



We understand each campus has a distinctive, as well as shared, identity, role, impact and roots. We will build further on and from these locations, and to ensure we have clear role and identity as part of the Cumberland and Westmorland & Furness local government and economic areas. With new campuses planned in Carlisle and Barrow, we will refresh our Ambleside, Lancaster, and London campus strategies and extend our relevance and reach on the West Coast of Cumbria. We will articulate our place-based focus and ambition in line with local, employer and sectoral needs. In doing so, embracing our collective role in promoting arts and culture, place attractiveness, ‘stickability’ and vibrancy.

Each campus will:

- have a visible academic identity and focus, which capitalises on place.
- serve to increase the proportion of students who study locally and supporting the retention of younger people and skills in our region and localities.
- be recognised as part of the local community, supplying campus facilities and resources.
- supply a base to grow national and/or international student recruitment and reputation, relevant to campus portfolio offer and location.
- operate to minimise our carbon footprint across all aspects of activity, including sourcing goods and services

from local suppliers.

- support flexible student learning and staff working practices (on and off campuses).
- provide a vibrant and stimulating environment for students, staff, and visitors, highlighting innovative practices and partnership-working.
- have visible (internal and external) place-based and campus-focused leadership, with the accountability and autonomy needed to deliver our plans.

Our Cross-cutting themes

Digital

One of the university's key strategic aims is to be recognised as a digitally driven and enabled organisation, able to thrive in a virtual world of data and information technologies that drives an increasing proportion of economic activity and social interaction. The realisation of this aim will allow the university to implement our Towards 2030 strategy and generate a Digital USP which is externally recognised.

We will do this through developing and creating:

- *innovative online teaching and learning opportunities.*
- *a digital programme portfolio*, including the introduction of new programme areas, aligned to graduate and employer needs with the development of a more digital curriculum. The key aim is to develop a portfolio of programmes that are digitally focused, in terms of content, delivery and pedagogy that ensure students can develop their individual generic digital skills and benefit from a digitally informed subject-specific curriculum.
- *digitally proficient students and staff* who can survive and prosper in their chosen careers.
- *the internal infrastructure and systems* to deliver business processes and services digitally, by developing a unified and coherent online learning platform and offering supporting education and learning services.
- *more flexible ways of studying at the university* for our varied student cohorts. This will include a spectrum of delivery options, from fully online through different blended modes to face-to-face on campus education.
- *digital leadership to support businesses to upgrade and enhance their digital capability* through i) the creation and operation of a Digital Transformation Development Programme and ii) the extension of our digital portfolio to employees in businesses.

Complementing and building on the work of our Centre for Academic Practice Enhancement and IT services, the establishment of the University of Cumbria's Centre for Digital Transformation (CDT) in 2022 will play a lead role in achieving our digital objectives and targets.

Sustainability and Carbon Reduction

As a university situated in one of the largest National parks in the UK, the Lake District, we recognise the importance of carbon reduction and sustainability. We believe our social and corporate responsibility in this portfolio extends to our research, our curriculum, and our operations, ensuring that our communities are educated, understand, and can run in a manner that supports the vision to reduce our carbon footprint and live in a more sustainable environment.

To do this we will:

- facilitate significant learning opportunities for **all** our students and staff to gain a deeper understanding about their role in the global challenges of making our world a more sustainable planet.
- ensure our breadth of curricula appropriately reflects the United Nations 17 Sustainable Development Goals.
- contribute to the growing evidence and research base around sustainability and carbon reduction and capitalise on our Centre for National Parks and Protected Areas research centre.
- develop a plan to achieve scope 3 net-zero (GHG) emissions no later than 2050 and agree and implement a new 10-year Carbon Management Plan, also incorporating targets to reduce scope 1 & 2 carbon emissions by 40% over the next ten years.
- be a role model in and for our society utilising students and staff to educate and inform those around us.

Health and Wellbeing

As a modern and thriving university we recognise the pivotal significance and importance of health and wellbeing for our students, staff, and communities. It is our strategic intention to ensure our students and staff are equipped with the knowledge and skills to support and manage their health and wellbeing that are enduring and transferable.

As part of our Towards 2030 strategy we will do this by:

- implementing a university wide Health and Wellbeing strategy that sets the context and importance of health and wellbeing supported by a range of opportunities for our university community to access.

- ensure that all students have access as part of their learning experience at the university to develop insight and skills to better manage their own health and wellbeing.
- providing a range of learning and practical opportunities for our staff and students to equip them with the needed insight to support their own wellbeing and that of their peers and colleagues.
- establishing a university culture and environment that creatively places wellbeing and mental health at the heart of its strategy.
- supplying the right support services to our staff and students that promote and deliver a culture of wellbeing, education, and practice in relation to individuals' health and wellbeing.
- training our staff to be aware of and to respond to mental health difficulties that others might be experiencing and to act appropriately.
- ensuring that our staff and student leaders are educated, informed and inclusive in their roles.
- as part of our civic responsibility, we will seek opportunities to work with our local communities to promote health and wellbeing in practical supportive ways: education, volunteering, engaging.

Strategic Partnerships & Stakeholder Engagement

We are the University of Cumbria, rooted in and serving our community, with a strong emphasis on partnerships.

As part of our Towards 2030 strategy we will work with and through others in the following ways, establishing a new role to oversee and coordinate this activity:

- our civic engagement and our relationships with third sector, regional, national, and international stakeholders will shape our activity. It will address the societal issues and challenges for our stakeholders with a commitment to ensuring the existence of a sustainable portfolio, research, innovation and enterprise culture and environment. Our partners will be recognised and engaged as part of our portfolio development, research, knowledge exchange and innovation activity.
- our priorities will be informed from the development of our Local Enterprise Partnerships' industrial strategies and Skills Plans and our work with employers (both locally and nationally, with a specific emphasis on public services), to develop and deliver provision to support the industries and employers of our region and beyond. Where appropriate, we will seek and involve strategic partnerships with external organisations, including Higher Education Institutions (HEIs) to meet these priorities.
- we will look to grow and raise aspirations and educational attainment and contribute to the social, cultural, and economic wellbeing and prosperity of our communities. In supporting this ambition, we will set up new and continue existing strong partnerships with colleges and other providers and will ensure that there is a cohesive progression of academic, experiential, and vocational opportunities for learning that raises aspiration.
- we will develop partnerships where the opportunity for new business exists and franchising and validation approaches will be encouraged, with careful consideration given to strategic partnerships to develop feeder programmes for our own courses, especially with other providers in Cumbria and North Lancashire.
- we will enter Academic Collaborations and Partnerships with relevant and appropriate institutional partners, including formal Academic Collaborative Partnerships enabling us to extend our reach locally, regionally, nationally, and internationally. We will always look to ensure partnerships deliver a high-quality student experience, environment, and outcomes.
- we will use our role as the University of Cumbria to raise the profile of the region, to make connections, and to support regional aims and to support our communities.

Milestones and Success Measures

Strategic Focus 1 - Student and Graduates: Success Measures and KPIs

VCE (Vice Chancellor's Executive) Owner(s): DVCs

Governance & Oversight: Academic Board, Vice Chancellor's Executive, Academic Governance Committee, University Board

Towards 2030 Strategy: SF1 - student and graduate objectives:

1. our curricula, in addition to key subject based knowledge, includes an emphasis and focus on inclusivity, equality and diversity, climate change, internationalisation, health & wellbeing, coaching & leadership, digital applications and skills. This will be informed and enriched by our research, locations, employer links and partnerships, and with practice and community-based inputs.
2. all students, irrespective of their programme of study, have access and the opportunity to benefit from work and practice placements, personal, professional or practice mentorship masterclasses, providing off and on campus social experiences and networks access for all. In addition, students are encouraged to engage with their local and global communities through volunteering and outreach activity and through membership of external groups and networks.
3. our Teaching, Learning and Assessment approach facilitates students to develop the required graduate knowledge, abilities and skills through:
 - a. co-creation of curricula and assessment practices, involving learners and employers,
 - b. designing engagement to allow students to become independent learners,
 - c. utilising further new digital and technology-based methods,
 - d. designing effective assessment practices which allow students to continually improve their understanding.
4. our students are provided with opportunities and resource to develop their ability to utilise learning technologies, virtual-learning resources, and contemporary and relevant pedagogies.
5. our students have access to academics, each other, knowledge, perspectives and practice wherever they are studying.
6. our research students are supported to provide new knowledge, which is informative, relevant and can influence practices.
7. we proactively support our learners throughout their educational and personal journey with us, with an emphasis on positive mental health, wellbeing and key transition and interaction points, to meet their generic and bespoke needs through a combination of face to face, online and digital-enabled resource.
8. we recognise the diversity of our student body, their personal circumstances, locations and environments.
9. we offer appropriate and flexible modes of study and locations and align our accommodation arrangements accordingly.
10. our Student Value Proposition clearly reflects our statement of intent with regards to students and graduates and is visible to both students and staff - capitalising on our locations and partnerships, recognising the changing needs and expectations of our students and preparing them for their future careers and to succeed.

By the end of 2024/25:

The enhanced experience we provide for our students and the increased outcomes, we support them to achieve, will be reflected through:

- o Our NSS (National Student Survey) scores which will be above the sector average.
- o Our Graduate Employment outcomes which will place us in the upper quartile of the sector.
- o Our position within the top 90 of the Guardian University league table.
- Our academic portfolio and our curriculum will be contemporary and relevant covering specific subject-based knowledge and generic knowledge and skills, which informed by our research and practice, will ensure our students have knowledge and skills which are aligned with the requirements of future job markets.
- Our students' learning and career prospects will be significantly enhanced through placements, mentorship, and masterclass opportunities.

- Our research students will be timely in completing their research programmes and be recognised for their research outcomes and its impact on practice.
- The support we provide for our students is based upon their needs and is structured and flexible in its approach and access to recognise the key points in their journey, the diversity of individual needs and their study location.
- Our Student Value Proposition will:
 - be distinctive, capitalising on our locations and partnerships.
 - recognise the changing needs and expectations of our students and help prepare them for their future careers.
 - recognise that students will study in various places, and we will supply the teaching and learning resources, access and support they need to engage and succeed irrespective of their location.

By the end of 2027/28:

- We will sustain and enhance our curriculum and portfolio developments, student career development opportunities, student support and our distinctive Student Value Proposition to reflect changes in the external environment and student needs and expectations.
- We will continue in our efforts to further enhance the experience we provide for our students and the increased outcomes, we support them to achieve, this will be reflected through:
 - Improving our TEF (Teaching Excellence Framework) rating to ‘Silver’ equivalent.
 - Our NSS scores which will be in the upper quartile.
 - Our graduate employment outcomes which will remain in the upper quartile of the sector.
 - Our position within the top 75 of the Guardian University league table.

By the end of 2030/31:

- We will sustain and enhance our curriculum and portfolio developments, student career development opportunities, student support and our distinctive Student Value Proposition to reflect changes in the external environment and student needs and expectations.
- We will continue in our efforts to further enhance the experience we provide for our students and the increased outcomes, we support them to achieve, this will be reflected through:
 - Improving our TEF ‘rating to Gold’ equivalent.
 - Our NSS scores which will be consistent and remain in the upper quartile.
 - Our graduate employment outcomes which will remain in the upper quartile of the sector.
 - Our position within the top 60 of the Guardian University league table.

Our Academic Strategy and the support strategies and plans which deliver it, will be the prime vehicle to achieve our objectives and ambition (*covering academic, practice-based, applied research and knowledge exchange focus, portfolio focus, academic and employer partnerships and pipelines, programme design, learning & teaching, curriculum focus, student value proposition, student support, and academic career and development*).

Each Academic Institute, professional service and campus (Ambleside, London and Lancaster) will have three-year plans which include alignment to relevant university plans and objectives for SF1.

Progress will be informed through strategic performance indicators, with annual and rolling targets.

Strategic Focus 2 – Academic and Applied Research Focus: Success Measures and KPIs

VCE Owner(s): DVCs

Governance & Oversight: Academic Board, Vice Chancellor's Executive, Academic Governance Committee, University Board

Towards 2030 SF2 Academic and Applied Research Focus

We will place a strong emphasis on:

1. enhancing our academic capability and growing as a research active university, with research-active staff, applying new knowledge and approaches into practice and curricula.
2. addressing workforce needs of Cumbria's economy: across digital transformation, advanced manufacturing, supply chain & logistics, low carbon, rural, visitor and professional services' sectors and pursuing national and international markets for export.
3. building sector-leading reputation and standing for apprenticeships
4. establishing a Centre for Digital Transformation, to work with and across academic institutes and services, to:
 - a. facilitate new programme development,
 - b. support digital transformation in business and provide education and upskilling opportunities for employees,
 - c. increase community engagement and digital literacy,
 - d. deliver a digital-driven and informed portfolio and the application of digital technologies, applications, and approaches embedded throughout.
5. maintaining and growing our public services' portfolio, contributing to practice, strategy, and policy, and providing education for nurses, paramedics, medics, allied health & social care practitioners, teachers, and police officers. From our Carlisle, Lancaster, London, and Barrow campuses and through our off-campus apprenticeship and Continuing Professional Development (CPD) provision.
6. academic areas of study across the arts and creative sectors, drawing from our unique locations, heritage, Cumbria's 'natural creativity' and digital capability, with distinctive programmes of study to equip our graduates to thrive in their chosen field of practice and/or careers.
7. establishing Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use.
8. establishing a University of Cumbria, Centre for Arts and Participation to work in and with our communities.
9. recognising the challenges of an ageing population and the immediate and increasing higher-level skills' gap in Cumbria and the wider region.
10. our focus in supporting new entrants to Higher Education and into Cumbria.
11. traditional on-campus UG and PG programmes, flexible and online learning programmes, degree apprenticeships and CPD provision and the optimisation of the associated delivery frameworks.
12. supporting business innovation, workforce development and expansion and economic growth, to include: the Carlisle Business Exchange Centre, in collaboration with Lancaster University Management School, to provide business development and incubation opportunities,
13. a campus-locations and partnership focus on workforce transformation in the public services, to identify skill and development needs and provide upskilling/reskilling solutions,
14. Imperial College collaboration to attract and retain Cumbria-based medics and to develop areas of applied research in areas such as health inequalities,
15. BAE Systems collaboration and the establishment of the Barrow Learning Quarter.
16. applied research and knowledge exchange, to improve outcomes and solve problems with success measured by impact and contribution first. Relevant to our students' learning and their future employers, informed by our mission and cross-cutting themes and informing our taught portfolio. With a resulting emphasis on our practice and regional sectors, health and wellbeing, environment, and sustainability.
17. working with regional bodies, employers, other universities, FE colleges and partners to shape and support the delivery of Cumbria's economic as well as skills strategies.
18. developing our academic portfolio, and the access and engagement opportunities we provide, to ensure it is relevant, contemporary, and recognised as such by our students and employers.
19. increasing our national and international activities through scaling up our existing expertise, operations and

offer and responding to new development opportunities across sectors to grow our income and reputation with particular emphasis on public services, advanced manufacturing, supply chain & logistics, digital transformation, up-skilling, and reskilling opportunities and through international student recruitment and partnerships.

By the end of 2024/25:

- All Academic Institutes' academic portfolio will:
 - o demonstrate clear alignment to relevant regional, national, global, and strategic skills needs (new entrant, re-skilling, and up-skilling), and embed digital knowledge, skills, and technologies.
 - o seek to address the specific workforce needs of Cumbria's economy and reduce the higher level skills gap
 - o provide flexible delivery modes allowing remote, on-campus or blended delivery and transition between delivery modes.
 - o create innovative forms of learning that are not constrained by mode of delivery.
 - o enable students to understand their role in the global challenges of making our world a more sustainable planet, and appropriately reflect the United Nations 17 Sustainable Development Goals.
- We will be well underway with the development of our new campuses in Carlisle and Barrow and the setting up of our key university centres including the Carlisle Business Exchange Centre, the Centre for Digital Transformation and Institute of Advanced Manufacturing and Engineering.
- Our plans to establish Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use will be underway.
- Our Centre for Arts and Participation will be supporting community engagement and university take up across Cumbria.
- Our Research and Knowledge Exchange outputs will:
 - o demonstrate clear practice and regional impact.
 - o inform all our programmes and cross-cutting themes.
- Our ambition is to have 16,300 students comprising:
 - o 5250 Full-time students on our campuses (inc School Direct)
 - o 2500 Apprentices.
 - o 3800 Part-time students
 - o 4750 Students studying through our FE and TNE partnerships
- We will have:
 - o increased participation rates in higher education provision across Cumbria.
 - o attracted more learners from outside Cumbria and our region.
- We will have developed and implemented our approach to achieving an Ofsted 'Outstanding' outcome for our apprenticeship provision

By the end of 2027/28:

- The UN Sustainable Development Goals upper quartile position.
- We will have achieved a Queen's anniversary award for education.
- Our research outputs and number of staff actively involved in research will enable us to increase the quality of our submission to the next REF (or its successor).
- Our ambition is to have 18,000 students comprising:
 - o 6000 Full-time students on our campuses (inc School Direct)
 - o 2700 Apprentices.
 - o 4300 Part-time students
 - o 5000 Students studying through our FE and TNE partnerships
- We will have increased our market share of students in Higher Education, and participation rates in Cumbria will have increased.
- We will have achieved an Ofsted 'Outstanding' outcome for our apprenticeship provision

By the end of 2030/31:

- Our ambition is to have 20,000 students comprising:
 - o 7100 Full-time students on our campuses (inc School Direct)
 - o 2900 Apprentices.
 - o 4800 Part-time students
 - o 5200 Students studying through our FE and TNE partnerships

- We will have increased our market share of students in Higher Education, and participation rates in Cumbria will have increased, having closed half the gap to the Northwest.
- Our research portfolio across the university will continue to build on the outcomes from the last REF.
- Established Ambleside as an internationally recognised place of scholarly excellence for sustainable practices and the natural environment, bringing Scale How and Hill Top back into use.
- We will have maintained our Ofsted 'Outstanding' outcome for our apprenticeship provision

Our Academic Strategy and the support strategies and plans which deliver it, will be the prime vehicle to achieve our objectives and ambition (*covering academic, practice-based, applied research and knowledge exchange focus, portfolio focus, academic and employer partnerships and pipelines, programme design, learning & teaching, curriculum focus, student value proposition, student support, and academic career and development*).

Each Academic Institute, professional service and campus (Ambleside, London and Lancaster) will have three-year plans which include alignment to relevant university plans and objectives for SF2

Progress will be informed through strategic performance indicators, with annual and rolling targets.

Strategic Focus 3 - People, Practices and Places: Success Measures and KPIs

VCE Owner(s): VCE & Deputy Chief Operating Officer

Governance & Oversight: Vice Chancellor's Executive, Finance & Resource Committee, People, Performance & Culture Committee, University Board

SF3: People: our intent is to:

1. build leadership capacity, capability, and autonomy at all levels of our operations, being clear about what a leader at the University of Cumbria is and what we expect from them.
2. establish a university culture and environment that places wellbeing and mental health at its heart, implementing the university wide Health and Wellbeing strategy, that sets the context and importance of health and wellbeing, equipping students and staff with the insight to support their own wellbeing and that of their peers and colleagues.
3. create an inclusive environment, where staff, students and visitors are encouraged to be their true self, to enhance the individual and collective experience. In doing so, sharing the social responsibility of enabling this, valuing, respecting, and celebrating difference, to ensure that we generate a sense of understanding and belonging.
4. provide an environment in which staff voices and opinions are heard, through opportunities for staff to engage informally and formally with the Vice Chancellor's Executive team, senior colleagues and across teams, as well as using surveys and focus groups.
5. develop the pedagogical, research and partnership engagement skills of our staff to further enhance our university reach.
6. organise and equip our staff base to be agile, to anticipate and to respond to changing demand levels and type.
7. encourage and enable our staff to engage with local community-based initiatives and projects, promoting staff-volunteering days.
8. implement a behavioural and value-based competency framework and performance management process that sets clear individual expectations and objectives and agrees support needed, to develop our staff to reach their full potential, encouraging innovation and enabling career progression.
9. facilitate the digital skills and capabilities needed by staff to deliver our digital goals, including the expertise to design and deliver digital education and learning, and to support digital leadership.

SF3: Practice, we will focus on:

1. creating financial capacity for continued and planned long-term investment, enabling us to grow, improve, innovate and adapt.
2. building on recent learning which has led to changes in our thinking as to how we can work more efficiently and with better student, staff, and university outcomes.
3. realising the benefits to be gained from working with agility, and continuing with practices to encourage and enable staff, as well as students, to work-flexibly, on and off campuses.
4. designing and adapting our resources, systems, and processes to meet new and changing requirements with improved efficacy.
5. developing a Digital Strategy that looks to bring together our thinking around our portfolio, our systems, the digital skills, knowledge, and attributes that both our staff and students need for the future, and our role as a university, in digital leadership, for our students, for businesses and region. As part of this development, we will incorporate design that enables remote and digital delivery into places, systems, processes, and programmes.
6. carbon reduction and sustainability, the primary challenges of our age. We understand and embrace our local and global responsibilities both to our environment and our future generations. These responsibilities will drive our operations, interactions, practices, curriculum, research, and role-modelling. In doing so, recognising:
7. the importance of carbon literacy and individual accountability throughout our staff and student base,
8. Cumbria's goal and demand for net Carbon zero in 2037 and our role in this,
9. sustainability as a global challenge, and the need to look to achieve a better and more sustainable future for all, aligning our practices and goals to the United Nation's sustainable development goals.

We understand each campus has a distinctive, as well as shared, identity, role, impact and roots. We will build further on and from these locations, and to ensure we have clear role and identity as part of the Cumberland and Westmorland & Furness local governance and economic areas. With new campuses planned in Carlisle and Barrow,

we will refresh our Ambleside, Lancaster, and London campus strategies and extend our relevance and reach on the West Coast of Cumbria. We will articulate our place-based focus and ambition in line with local, employer and sectoral needs. In doing so, embracing our collective role in promoting arts and culture, place attractiveness, 'stickability' and vibrancy.

SF3: Place

Informing refreshed estates and student accommodation plans, each campus will:

1. have a visible academic identity and focus, which capitalises on place.
2. serve to increase the proportion of students who study locally and supporting the retention of younger people and skills in our region and localities.
3. be recognised as part of the local community, supplying campus facilities and resources.
4. supply a base to grow national and/or international student recruitment and reputation, relevant to campus portfolio offer and location.
5. operate to minimise our carbon footprint across all aspects of activity, including sourcing goods and services from local suppliers.
6. support flexible student learning and staff working practices (on and off campuses).
7. provide a vibrant and stimulating environment for students, staff, and visitors, highlighting innovative practices and partnership-working.
8. have visible (internal and external) place-based and campus-focused leadership, with the accountability and autonomy needed to deliver our plans.

By the end of 2024/25:

People

- Staff survey results will show high levels of confidence in senior management and staff recognise they are part of a university that embraces diversity.
- Every staff member will be able to clearly articulate how they contribute to our goals and achievements.
- We will have revised our performance development processes to include:
 - o a competency framework to support our staff skills and development.
 - o a behavioural framework to support our culture and values.
- Our academic staff will have defined career and development pathways.
- Diversity of the university staff will have increased, and we will have achieved one of the nationally recognised awards for inclusivity.
- Every staff member will know how to support their own health & wellbeing and how to seek support, and managers will feel that they have the skills to support staff health & wellbeing.
- Every staff member will feel that they have the digital skills necessary to support their work.
- We will have defined career and development pathways for professional and academic staff; 75% of academic staff will have gained Advance HE fellowship, and we will have increased the percentage of staff who have a PhD or equivalent and are research active.
- Our staffing arrangements will be aligned to the delivery of our diverse portfolio.

Practices

- Our finance will generate a 9% operating surplus.
- We will be on track to deliver our 10-year Carbon Management Plan and our Net Zero Carbon Roadmap.
- Our staff will be fully enabled to work in an agile and flexible way.
- Our systems will all be cloud hosted.

Places

- We will have broken ground at the new Citadels Campus and our Barrow Campus will be complete.
- We will have developed workable Campus plans and
 - o at Ambleside development will be underway.
 - o in London we have implemented our future space solution.

By the end of 2027/28:

People

- Staff survey results will show high levels of confidence in senior management and staff will recognise they are part of a university that embraces diversity.
- We will have achieved our diversity objectives, set in 2021.
- There will be unambiguous evidence of staff development and progression and 85% of academic staff will have gained Advance HE fellowship, and we will continue to increase the percentage of staff who have a PhD or equivalent and are research active.
- We will have grown our academic staff numbers, and as a result improved our ratio of academic to professional service staff.

Practices

- Our finance will generate a 10% operating surplus.
- We will be on track to deliver our 10-year Carbon Management Plan and our Net Zero Carbon Roadmap.
- Our staff and students will be seen as digital leaders, and we will be halfway through delivering our Digital Strategy.

Places

- We will have opened the Citadels Campus, and our Barrow Campus will be delivering its target numbers.
- Our campus plans will be refreshed.
- We will have completed our Ambleside development, and this will be delivering its target outputs.
- A stakeholder survey will show that they see the university as a partner of choice for developing business.

By the end of 2030/31

People

- Staff survey results will show high levels of confidence in senior management and staff recognise they are part of a university that embraces diversity.
- We will have agreed a new diversity plan and be on track to deliver our updated diversity objectives.
- There will be sustained staff development and progression: over 95% of academic staff will have gained Advance HE fellowship, and we will have continued to increase the percentage of staff who have a PhD or equivalent and are research active.

Practices

- We will have delivered our 10-year Carbon Management Plan and on track to deliver our Net Zero Carbon Roadmap.
- Our staff and students will be seen as digital leaders, and we will have delivered our Digital Strategy.

Places

- We will be recognised as a leading university for contribution to region, public services and key sectors and applications of digital technologies and skills.

Our People & Culture and Finance Strategies together with the support strategies and plans which deliver them, will be the primary vehicles to achieve our objectives and ambition.

Each Academic Institute, professional service and campus (Ambleside, London and Lancaster) will have three-year plans which include alignment to relevant university plans and objectives for SF3

Progress will be informed through strategic performance indicators, with annual and rolling targets.